

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School: 27
Chief School Administrator: DR. DONNIE EVANS	Address: 250 Richmond Ave.
Chief School Administrator's E-mail: devans@paterson.k12.nj.us	Grade Levels: K-7
Title I Contact: Marguerite Sullivan	Principal: Frank Puglise
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: fpuglise@paterson.k12.nj.us
Title I Contact Phone Number: 973-321-2231	Principal's Phone Number: 973-321-0271

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 3 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 195,250.00, which comprised 50 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 178,850.00, which will comprise 49 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$42,952.00
School Based Bil/ELL Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$14,178.00
School Based Bil/ELL Supervisor Benefits			Benefit	\$5,428.00
School Based SPED Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$14,008.00
School Based SPED Supervisor Benefits			Benefit	\$5,288.00
School Based Data Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$4,002.00
School Based Data Supervisor Benefits			Benefit	\$1,483.00
Reading Specialist Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$68,100.00

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Reading Specialist Benefits			Benefit	\$34,071.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Frank Puglise	Principal	X	X	X	
Grace Ayala	Vice Principal	X	X	X	
Fran Dransfield	Vice Principal	X	X	X	
Alexis Canonico	ELA Supervisor K-7	X	X	X	
Elenh Andreanidis	Math Supervisor K-4	X	X	X	
Nikki Kelly	ELA Teacher	X	X	X	
Diane Glass	Reading Specialist	X	X	X	
Patricia Manzo	Special Education Math Teacher	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 21, 2015	Principal's Office	Comprehensive Needs Assessment	Yes		Yes	
May 27, 2015	Principal's Office	Schoolwide Plan Development	Yes		Yes	
June 1, 2015	Principal's Office	Program Evaluation	Yes		Yes	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	<p>Excellence = Success for Every Child, Every Moment, Every Day</p> <p>It is the vision of Public School 27, through a partnership and shared responsibilities of administrators, supervisors, teachers, students, parents, and community, to provide a school where students thrive and are prepared for the 21st Century.</p> <p>Core Beliefs</p> <ul style="list-style-type: none">• Students will receive effective, high quality instruction daily to meet their individual needs.• Staff will provide creative alternatives to facilitate learning for at-risk students, as well as students not at-risk.• Staff will collaborate and support colleagues to maximize teaching potential.• School community will model respect for self and others.• We ARE all accountable.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes
2. What were the strengths of the implementation process? The continued use of our Reading Specialist to provide intervention at Primary & Middle School levels, as well as the ongoing support and presence of onsite ELA, Math, Special Education, and Bilingual/ESL School Based Supervisors.
3. What implementation challenges and barriers did the school encounter? More PARCC Assessment PD was needed for a thorough understanding of the shift in ELA and Math Common Core and newly adopted district mandated initiatives. The needed technology to support adopted programs such as laptops were implemented from the District.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? There was an overall increase in professional development in Literacy and Math to build teacher capacity, with increased rigor in the classroom being evident. The co-teaching model for ELL and Special Education staff has improved due to the addition of Special Education and Bilingual/ELL Supervisors. However, the amount of teacher pull out for PD was tremendous this year losing instructional time.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Teachers bought in to the implementation of new programs through model “demo” lessons, grade level meetings, staff meetings, and staff in-service days.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

On-going parent communication via Infinite Campus and progress reports as well as Star Renaissance Diagnostic and Performance Matters reports being shared with parents. In addition, support from on-site School Based Supervisors provided coaching and job embedded PD to implement district initiatives.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Staff was excited about student growth as evidenced by Student Growth Objectives (STAR Assessments) and Student Growth Percentile (NJ ASK). However, staff was discouraged and overwhelmed by the number of pull out professional development presented at one time.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Parents were baffled over the disconnect between report card grades and Star Renaissance results (Mandatory Summer School Letters). Lack of understanding of the requirements outlined in the CCSS, as well as the rigorous assessment demands placed upon students.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Instructional Delivery and Multiple Response Strategies implemented were One-on One, Think- Pair-Share, Table Talk, and Whole Group Instruction.
9. How did the school structure the interventions? Daily 40 Minute Intervention Periods were built into schedule based on Intervention and Referral Process.
10. How frequently did students receive instructional interventions? Daily

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

11. What technologies did the school use to support the program? Interactive White Boards, IPADS, Laptops, PCs, and on line tutorial programs such as Measuring Up supported the new implementation of the PARCC Assessment.
12. Did the technology contribute to the success of the program and, if so, how? Yes, as evidenced by increased student response and higher level of engagement. Students were able to practice PARCC Tutorial ELA and Math Assessments prior to the Administration of PARCC in March and May.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	30% (40 students)	TBD	School Based Literacy Supervisor; Research-Based Computer Based Programs designed to close student learning gaps : Study Island, Reading Eggs, Flocabulary, Wilson, and Raz Kids	Children made positive gains based on classroom data; however, the 2014-2015 PARCC English Language Arts/Literacy Performance Level Descriptors (PLDs) are written for the two assessment claims of reading and writing. Limited amount of time students received intervention due to insufficient staff. ELL and Resource teachers are working with multiple grade levels reducing the amount of intervention they can provide beyond the mandated required time as per their IEPs.
Grade 5	43% (43 students)	TBD	School Based Literacy Supervisor; Research-Based Computer Based	Children made positive gains based on classroom data; however the 2014-2015 PARCC English

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			Programs designed to close student learning gaps : Study Island, Reading Eggs, Flocabulary, Wilson, and Raz Kids	Language Arts/Literacy, Performance Level Descriptors (PLDs) are written for the two assessment claims of reading and writing. Limited amount of time students received intervention due to insufficient staff. ELL and Resource teachers are working with multiple grade levels reducing the amount of intervention they can provide beyond the mandated required time as per their IEPs.
Grade 6	32% (35 students)	TBD	School Based Literacy Supervisor; Research-Based Computer Based Programs designed to close student learning gaps : Study Island, Reading Eggs, Flocabulary, Wilson, and Raz Kids	Children made positive gains based on classroom data; however, the 2014-2015 PARCC English Language Arts/Literacy Performance Level Descriptors (PLDs) are written for the two assessment claims of reading and writing. Limited amount of time students received intervention due to insufficient staff. ELL and Resource teachers are working with multiple grade levels reducing the amount of intervention they can provide beyond the mandated required time as per their IEPs.
Grade 7	48%	TBD	School Based Literacy Supervisor; Research-Based Computer Based Programs designed to close student learning gaps : Study Island, Reading Eggs, Flocabulary, Wilson, and Raz Kids	Children made positive gains based on classroom data; however, the 2014-2015 PARCC English Language Arts/Literacy Performance Level Descriptors (PLDs) are written for the two assessment claims of reading and writing. Limited amount of time students received intervention due to insufficient staff. ELL and Resource teachers are working with multiple grade levels reducing the amount of intervention they can provide beyond the mandated required time as per their IEPs.

Mathematics	2013-	2014-	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in
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SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

	2014	2015		proficiency (Be specific for each intervention).
Grade 4	24% (32 students)	TBD	School Based Math Supervisors; Research-Based Computer Programs designed to close student learning gaps : Study Island , Success Maker, and Envision	Children made positive gains based on classroom data; however, the 2014-2015 PARCC Mathematics, Performance Level Descriptors (PLDs) are written for each of the four assessment sub-claims: major content, additional and supporting content, reasoning, and modeling. Limited amount of time students received intervention due to insufficient staff. ELL and Resource teachers are working with multiple grade levels reducing the amount of intervention they can provide beyond the mandated required time as per their IEPs.
Grade 5	16% (16 students)	TBD	School Based Math Supervisors; Research-Based Computer Programs designed to close student learning gaps : Study Island , Success Maker, and Envision	Children made positive gains based on classroom data; however, the 2014-2015 PARCC Mathematics, Performance Level Descriptors (PLDs) are written for each of the four assessment sub-claims: major content, additional and supporting content, reasoning, and modeling. Limited amount of time students received intervention due to insufficient staff. ELL and Resource teachers are working with multiple grade levels reducing the amount of intervention they can provide beyond the mandated required time as per their IEPs.
Grade 6	13% (14 students)	TBD	School Based Math Supervisors; Research-Based Computer Programs designed to close student learning gaps : Study Island , Success Maker, and Envision	Children made positive gains based on classroom data; however, the 2014-2015 PARCC Mathematics, Performance Level Descriptors (PLDs) are written for each of the four assessment sub-claims: major content, additional and supporting content, reasoning, and modeling. Limited amount of time students received intervention due to insufficient staff. ELL and Resource teachers are working with multiple grade levels reducing the amount of intervention they can provide beyond the mandated required time as per their IEPs.
Grade 7	42%	TBD	School Based Math Supervisors; Research-Based Computer Programs designed to close student learning gaps : Study Island , Success Maker, and Envision	Children made positive gains based on classroom data; however, the 2014-2015 PARCC Mathematics, Performance Level Descriptors (PLDs) are written for each of the four assessment sub-claims: major content,

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

				additional and supporting content, reasoning, and modeling. Limited amount of time students received intervention due to insufficient staff. ELL and Resource teachers are working with multiple grade levels reducing the amount of intervention they can provide beyond the mandated required time as per their IEPs.

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	STAR Early Literacy 12.8% (10 out of 78 Students)	STAR Early Literacy 25% (20 students)	Literacy intervention using LLI, Wilson Foundations in small group instruction, Flocabulary, and Reading Eggs on computer	Kindergarten students STAR Early Literacy Scores decreased 12.2% (10 students) from the previous school year. The excessive amount of teacher pull out for PD was a contributing factor. The struggling emergent reader requires one-on-one intervention.
Grade 1	STAR Early Literacy 29.8% (29 out of 97 Students)	STAR Early Literacy 23% (26 students)	Literacy intervention using LLI, Wilson Foundations in small group instruction, Flocabulary, and Reading Eggs on computer	First grade students STAR Early Literacy Scores increased 6.8% from the previous school year. Small group instruction and the use of multi-sensory materials enhanced student performance. New District Initiatives, increased PD and planning for Second Grade teachers, and On Site Literacy Supervisors contributed to this significant gain.
Grade 2	STAR	STAR	Literacy intervention using LLI, Wilson	Grade 2 students STAR Early Literacy Scores increased

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	Reading 38% (54 out of 92 Students)	Reading 36% (32 students)	Foundations in small group instruction, Flocabulary, and Reading Eggs on computer	2% from the previous school year. New District Initiatives, increased PD and planning for Second Grade teachers, and On Site Literacy Supervisors contributed to this significant gain.

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <u>did or did not</u> result in proficiency (Be specific for each intervention).
Kindergarten	SGO Post Assessment 3% (2 out of 75) Students	SGO Post Assessment 28% (23 out of 81 students)	Small Group	Kindergarten students SGO Post Assessment decreased significantly from the previous year. Teacher pull out for PD was a contributor to hampering learning. 3 out of 4 teachers in the Kindergarten are new to the grade this year.
Grade 1	STAR Math 32% (31 out of 96) Students	STAR Math 26% (28 students)	Research-Based Computer Based Programs designed to close student learning gaps : Study Island, Success Maker, Envision Small group intervention for Tier 2 students with manipulatives	First grade students STAR Math Scores increased 6% from the previous school year. New District Initiatives, increased PD and planning for First Grade teachers, and On Site Math Supervisors contributed to this significant gain.
Grade 2	STAR Math 15% (14 out of 92 Students	STAR Math 24% (21 students)	Research-Based Computer Based Programs designed to close student learning gaps : Study Island, Success Maker, Envision Small group intervention for Tier 2 students with manipulatives	Second grade students STAR Math Scores decreased 9% from the previous school year. Teacher pull out for PD was a contributor to hampering learning.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	School Based Supervisors Renaissance Star Study Isl. / Reading Eggs Flocabulary Raz-Kids Wilson Small Group Instruction Co-Teaching Model (General Ed/Resource)	Yes Yes Yes Yes Yes Yes Yes Yes	Job embedded coaching / PD Star Scores / SGO results Program generated reports Unit Assessments Usage Reports Unit Assessments PARCC scores (TBD)	Student growth and building teacher capacity Student growth evident in scores Student growth evident in scores Student lexile growth in scores Increase in program scores Student growth evident in scores
Math	Students with Disabilities	School Based Supervisors Renaissance Star Study Island Success Maker Small Group Instruction Co-Teaching Model (General Ed/Resource) Tenmarks	Yes Yes Yes Yes Yes Yes Yes	Job embedded coaching / PD Star Scores / SGO results Program generated reports Unit Assessments Usage Reports Unit Assessments PARCC scores (TBD) Progress monitoring	Student growth and building teacher capacity Student growth evident in scores Student growth evident in scores Student growth evident in scores

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Small Group Instruction Co-Teaching Model (General/ELL)	Yes Yes	PARCC Scores (TBD) Star Renaissance Unit Assessments ACCESS Testing	Student growth evident in scores
Math	ELLs	Small Group Instruction Co-Teaching Model (General/ELL) Tenmarks	Yes Yes Yes	PARCC Scores (TBD) Star Renaissance Unit Assessments ACCESS Testing Progress monitoring	Student growth evident in scores
ELA	General Ed	School Based Supervisors Renaissance Star Study Isl. / Reading Eggs Flocabulary Raz-Kids Wilson Small Group Instruction Co-Teaching Model (General Ed/Resource)	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Job embedded coaching / PD Star Scores / SGO results Program generated reports Unit Assessments Usage Reports Unit Assessments PARCC scores (TBD)	Student growth and building teacher capacity Student growth evident in scores Student growth evident in scores Student lexile growth in scores Increase in program scores Student growth evident in scores
Math	General Ed	School Based Supervisors Renaissance Star	Yes Yes	Job embedded coaching / PD Star Scores / SGO results	Student growth and building teacher capacity Student growth evident in scores

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Study Island Success Maker Small Group Instruction Co-Teaching Model (General Ed/Resource) Tenmarks	Yes Yes Yes Yes Yes	Program generated reports Unit Assessments Usage Reports Unit Assessments PARCC scores (TBD) Progress monitoring	Student growth evident in scores Student growth evident in scores

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PARCC Readiness Program Boys and Girls Club	Yes Yes	PARCC Scores (TBD) Star Renaissance Unit Assessments	Student growth evident in scores. It's important to identify positive gains, not just proficiency.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Summer School	Yes		
Math	Students with Disabilities	PARCC Readiness Program	Yes	PARCC Scores (TBD)	Student growth evident in scores. It's important to identify positive gains, not just proficiency.
		Boys and Girls Club	Yes	Star Renaissance	
		Summer School	Yes	Unit Assessments	
ELA	ELLs	PARCC Readiness Program	Yes	PARCC Scores (TBD)	Student growth evident in scores. It's important to identify positive gains, not just proficiency.
		Boys and Girls Club	Yes	Star Renaissance	
		Summer School	Yes	Unit Assessments ACCESS Testing	
Math	ELLs	PARCC Readiness Program	Yes	PARCC Scores (TBD)	Student growth evident in scores. It's important to identify positive gains, not just proficiency.
		Boys and Girls Club	Yes	Star Renaissance	
		Summer School	Yes	Unit Assessments ACCESS Testing	
ELA	General Ed	PARCC Readiness Program	Yes	PARCC Scores (TBD)	Student growth evident in scores.
		Boys and Girls Club	Yes	Star Renaissance	
		Summer School	Yes	Unit Assessments	
Math	General Ed	PARCC Readiness Program	Yes	PARCC Scores (TBD)	Student growth evident in scores.
		Boys and Girls Club	Yes	Star Renaissance	
		Summer School	Yes	Unit Assessments	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	SPED Supervisor	Yes	Walkthroughs Teacher Evaluation Rubric PARCC Scores (TBD) Lesson Plans	Teacher utilized reports for differentiating instruction
Math	Students with Disabilities	SPED Supervisor	Yes	Walkthroughs Teacher Evaluation Rubric PARCC Scores (TBD) Lesson Plans	Teacher utilized reports for differentiating instruction
ELA	ELLs	Bilingual Supervisor	Yes	Walkthroughs Teacher Evaluation Rubric PARCC Scores (TBD) Lesson Plans	Teacher utilized reports for differentiating instruction
Math	ELLs	Bilingual Supervisor	Yes	Walkthroughs Teacher Evaluation Rubric PARCC Scores (TBD) Lesson Plans	Teacher utilized reports for differentiating instruction
ELA	General Ed	Building Based Literacy Supervisors Writer's Workshop K-5 Wordly Wise 4-7 Wonderworks 3 Comprehension Clubs	Yes Yes Yes Yes Yes	Walkthroughs Teacher Evaluation Rubric PARCC Scores (TBD) Lesson Plans	Increased creativity in students' writing Increased scores on writing assignments using revised PARCC Rubric Teacher utilized reports for differentiating instruction Increased engagement as measured by the district walkthrough tool; self-directed

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		K-2 Star Renaissance MRS-Student Engagement Unpacking the CCSS DOL's/Learning Objectives Curriculum Alignment- Backwards Planning IFL Principles of Learning & Units of Study	Yes Yes Yes Yes Yes Yes		learning; self-assessment
Math	General Ed	Building Based Math Supervisors Renaissance Star Student Engagement Unpacking the CCSS DOL's/Learning Objectives Curriculum Alignment, Multiple Response Strategies 8 Mathematical Practices Tenmarks	Yes Yes Yes Yes Yes Yes Yes Yes	Walkthroughs Teacher Evaluation Rubric PARCC Scores (TBD) Lesson Plans	Teacher utilized reports for differentiating instruction Increased engagement as measured by the district walkthrough tool; self-directed learning; self-assessment

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	IEP Meetings Parent Introduction to available School Based Student Programs and Resources	Yes Yes	Parental Support at Home Parents accessing Infinite Campus Usage of Program by Students	Increased Parental Communication with Teachers Increased student usage of available programs at Home
Math	Students with Disabilities	IEP Meetings Parent Introduction to available School Based Student Programs and Resources	Yes Yes	Parental Support at Home Parents accessing Infinite Campus Usage of Program by Students	Increased Parental Communication with Teachers Increased student usage of available programs at Home
ELA	ELLs	Parent Introduction to available School Based Student Programs and	Yes	Parental Support at Home Parents accessing Infinite Campus	Increased Parental Communication with Teachers Increased student usage of available

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Resources		Usage of Program by Students	programs at Home
Math	ELLs	Parent Introduction to available School Based Student Programs and Resources	Yes	Parental Support at Home Parents accessing Infinite Campus Usage of Program by Students	Increased Parental Communication with Teachers Increased student usage of available programs at Home
ELA	General Ed	Parent Introduction to available School Based Student Programs and Resources	Yes	Parental Support at Home Parents accessing Infinite Campus Usage of Program by Students	Increased Parental Communication with Teachers Increased student usage of available programs at Home Continued Usage of Parental Surveys
Math	General Ed	Parent Introduction to available School Based Student Programs and Resources	Yes	Parental Support at Home Parents accessing Infinite Campus Usage of Program by Students	Increased Parental Communication with Teachers Increased student usage of available programs at Home Continued Usage of Parental Surveys

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)	
Academic Achievement – Reading	PARCC 3-7;, Mondo Running Records, Study Island, Renaissance Star, District Benchmarks	2014 NJ ASK Scores: (Total Population) Grade 3: 51.6 % Grade 4: 48.5 % Grade 5: 43.5 % Grade 6: 51.7 % Grade 7: 52.3 %	2015 PARCC Scores: TBD
Academic Achievement - Writing	PARCC 3-7; Writer's Workshop 3-5	2014 NJ ASK Scores: (Total Population) Grade 3: 51.6 % Grade 4: 48.5 % Grade 5: 43.5 % Grade 6: 51.7 % Grade 7: 52.3 %	2015 PARCC Scores: TBD
Academic Achievement - Mathematics	PARCC 3-7, Study Island, District Benchmarks; Success Maker, Renaissance Star, Tenmarks	2014 NJ ASK Scores: (Total Population) Grade 3: 78 % Grade 4: 70.1 % Grade 5: 75 % Grade 6: 77.1 % Grade 7: 57. %	2015 PARCC Scores: TBD

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	PTA Membership; Parent Volunteers; Number of Parents Attending Back to School Night and Report Card Night; Percentage of students completing homework assignments and reporting to school on time, parents accessing on-line grading and parent/teacher communicating tools (Infinite Campus, email, etc.)	<p>The PTA, parent liaison and school community need to engage in outreach activities to promote increased parental involvement within the school community. Parent Attendance at Back to School Night, Report Card Night and parent workshops need to increase.</p> <p>Meetings will be held between administration and PTA to formulate a plan to get out a survey to parents on Report Card Night asking for their participation in school activities. The survey will also include a portion for the parents to complete as to what they would like to see occur within the school. In addition a "Common Core Standards" workshop and guide will be provided for parents during Back to School Night.</p> <p>Increased usage of technology by parents and teachers to enhance communication between the school community and parents.</p> <p>Parents volunteer in school activities such as Pumpkin Patch, Fall Social, Scholastic Book Fair and school fundraisers. On Back to School Night we had 550 parents visit teachers. Sign-in sheets support documentation of an increase of 29 parents from the previous school year.</p>
Professional Development	District website, PD calendars, agendas, minutes, message boards, links to internet resources for PARCC ELA and Math best practices and related instructional materials; Grade Level Meetings and School Professional Days	<p>All certificated staff members have logged professional development hours earned throughout the 2014-2015 school year.</p> <p>PD is based on an ongoing, school wide, research-based, intensive plan for building instructional capacity. School Based Supervisors conducted job embedded coaching and PD on new district programs to staff in a timely manner so that all necessary programs are implemented.</p> <p>Continued support of the implementation of new district programs and ongoing model lessons by School Based Supervisors.</p> <p>On-going Professional Development on PARCC, Achieve NJ, and Teach NJ needed as evidence by number of unanswered questions during previous PDs.</p>
Leadership	Leadership Rubric, Lesson Plans, walkthroughs, teacher/classroom observations	Walkthroughs, Observations, and Summative Evaluations take place in order to ascertain the effectiveness of instruction, student engagement, and differentiated instruction and to adjust instructional strategies as indicated

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		by ongoing assessments. Lesson plans are submitted bi-weekly and reviewed by administration to ensure plans reflect the infusion of 21st Century skills, alignment to the Common Core State Standards, appropriate pacing, rigor, adherence to the curriculum and demonstrations of learning.
School Climate and Culture	Student attendance; School uniforms; student suspensions; student discipline referrals; grade level meetings; monthly staff meetings; district's professional development	District Sponsored School Climate Parents, Students, and Teachers Surveys Principal/Honor Roll Assemblies Monthly Birthday Celebrations Middle School Merit/Demerit Field Trip Incentives Kindergarten Moving Up Ceremony College/Career Fair Motivational Assemblies
Students with Disabilities	NJASK 3-7, Success Maker; District Benchmarks; Study Island; Star Renaissance	2014-2015 PARCC Scored: TBD
Economically Disadvantaged	PARCC 3-7; Success Maker, ACCESS, Study Island, District Benchmarks; Star Renaissance	2014-2015 PARCC Scored: TBD
English Language Learners	PARCC 3-7; Success Maker, ACCESS, Study Island, District Benchmarks; Star Renaissance	2014-2015 PARCC Scored: TBD

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process* ***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment?
 - a. Teacher input at Grade Level Meetings and Staff meetings
 - b. Grade level focus groups
 - c. Math and Literacy individualized action plans based on District Unit Assessments, STAR Renaissance, and Mondo
 - d. Program usage reports
2. What process did the school use to collect and compile data for student subgroups?
 - a. Infinite Campus
 - b. School personnel input
 - c. STAR Renaissance Data
 - d. State Assessment Reports
 - e. NJ SMART
 - f. District Unit Assessments
 - g. Study Island
 - h. Performance Matters
 - i. Success Maker
 - j. Reading Eggs
 - k. Raz-Kids

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

i. Flocabulary

j. Tenmarks

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The data is valid and reliable because it is a secured, standardized state test which all students in the state of NJ must take. Descriptive statistics on entire populations are used in the process to summarize data for program planning and evaluation. District Unit Assessments are aligned with the Common Core State standards in Math and Literacy. STAR Renaissance Data is used as both formative and summative assessments; the results are used for instructional planning, intervention to meet diverse needs, and differentiated instruction.

4. What did the data analysis reveal regarding classroom instruction?

The data measured what skills students were weak in. The data analysis revealed the need for the staff to differentiate their instruction for the general population as well as highly able students, Special Education and English Language Learners population. Also, teachers must utilize information and strategies learned in professional development sessions in the classrooms. Teachers need to share successful teaching strategies, pedagogies, and best practices at grade level meetings and staff development workshops. More professional development needs to be offered in meeting the needs of the different subgroups. The data also shows that more needs to be done to bridge the gap between the subgroups that are not making proficiency. General Ed teachers meet with SPED and ELL teachers at Grade Level meetings. They also have the opportunity to interact at in-services and when the SPED and ELL teachers are in their classrooms.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

We need to continue offering professional development opportunities on a school based level to assist the teachers in focusing in on content-based pedagogy as well as teaching strategies that will have a positive impact on all subgroups. Professional development will

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

address best practices strategies within the content to help assist teachers make strides with their instruction. Also, teachers must take ownership of their own professional development growth and administrators need to continue to coach teachers in the delivery of high quality instruction. In addition, the data reveals that the School Based Supervisors have been effective in helping student growth. This practice will continue this school year.

6. How does the school identify educationally at-risk students in a timely manner?

Educationally at-risk students are immediately identified following the administration of the following the STAR Renaissance and Unit Assessments, with the teachers within the week of the testing window. It's imperative to do this in a timely manner because student's levels of learning are constantly changing, specifically within the lower grades.

7. How does the school provide effective interventions to educationally at-risk students?

Effective interventions are provided for educationally at risk students through specific intervention strategies outlined in the STAR Renaissance Instructional planning report, as well as using data driven instruction through the use of Performance Matters. In addition specific interventions are put in place for students who are on I&RS as well as students going through the process of being classified.

8. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

During Grade Level Meetings and Staff Meetings, data is reviewed by the teachers and is used to guide instruction. Learning groups are established or changed based on the data. Lesson plans are also adjusted to accommodate the specific skills that students are struggling in. Teachers are able to identify areas of weaknesses and strengths for their students and develop lesson plans in better meeting the needs of their students.

9. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- a. Preschool students are identified in the Paterson Public Schools student data information system. Kindergarten teachers receive a transition folder for each child enrolled in the Preschool centers.
- b. Grades 3-5 are teamed so that the students have the exposure to the middle school practices. Teachers focus on 21st Century Learning skills so that the students are better prepared to meet the demands of middle school.
- c. The same applies to the middle school teachers preparing their students for the high school setting. Students in the middle school also partake in College Week which helps students begin to develop their goals with regards to educational and personal goals.

10. How did the school select the priority problems and root causes for the 2015-2016 school wide plan?

We analyzed data from a variety of summative and formative assessments (NJASK, STAR Renaissance, and Unit Assessments) teacher observations and recommendations. The root causes were determined by the question of Why? Our trainings have showed us that it's important to determine the root cause by finding the underlying reason our students are not succeeding in a specific area.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	The ability of children to clearly express themselves in written form for both creative (voice) and technical purposes.	Students are lacking the ability to understand content area vocabulary.
Describe the priority problem using at least two data sources	Students' reading/writing abilities are below proficiency. Low Test Scores – NJASK Low Rubric Scores in Formative & Summative Assessments.	Low Test Scores – NJASK Low Test Scores – Renaissance
Describe the root causes of the problem	Poor vocabulary prevents students' from clearly and concisely expressing their thoughts.	Students cannot comprehend and analyze informational text across content areas due to the lack of academic and domain specific vocabulary acquisition.
Subgroups or populations addressed	Total Population with an emphasis on our Special Education and English Language Learner subgroup	Total Population with an emphasis on our Special Education and English Language Learner subgroup
Related content area missed (i.e., ELA, Mathematics)	Cross Content Areas	Cross Content Areas
Name of scientifically research based intervention to address priority problems	K-4 Wilson Program; Study Island; Reading Eggs; Renaissance Star; On-Site School Based Supervisors; Leveled Learning Intervention; Writers Workshop: Tenmarks	Renaissance Star; Study Island; Flocabulary, IFL, Wordly Wise 3000, Focus on analyzing nonfiction text through close reading
How does the intervention align with the Common Core State Standards?	Deeper Critical-Thinking Skills through Speaking and Listening	Close Reading Strategies for Complex Texts

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Low Parental Involvement	
Describe the priority problem using at least two data sources	Parents do not participate in outreach programs, as evidenced by sign-in sheets and ongoing school visitation.	
Describe the root causes of the problem	Lack of parental awareness	
Subgroups or populations addressed	Total Population	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Parent Workshops and Parent Resource Center	
How does the intervention align with the Common Core State Standards?	Preparing their child/children for College and Career Readiness	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA & Math	General Education Students with Disabilities ELLs	Study Island	Administrative Team	Student Achievement Growth	www.studyisland.com ; Reports that provide detailed diagnostic data summaries for teachers and administrators to track students' progress.
ELA & Math	General Education Students with Disabilities ELLs	School Based Content Area Supervisors	Administrative Team	Student Achievement Growth	Provides a cohesive message that aligns to the districts vision and mission with supporting the goals outlined by the school (EWALK)
ELA & Math	General Education Students with Disabilities ELLs	Reading Specialist/Leveled Learner Intervention	Administrative Team	Student Achievement Growth	Acquiring effective reading strategies early, along with having the opportunity to apply them to many texts over the years, builds reading ability overtime. Research has long supported the concept that readers learn by reading successfully; that process must be right from the start (Stanovich, 1986)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA & Math	General Education Students with Disabilities ELLs	Success Maker	Administrative Team	Student Achievement Growth	Embedded assessments that indicate individuals students' strengths and weaknesses in mathematical concepts throughout the program.

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year</u> and <u>before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA & Math	All Students	PARCC Readiness After School Program	District	PARCC Scores-TBD	
ELA & Math	All Students	Summer School Enrichment Program	District	PARCC Scores-TBD	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

[illegible]

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA & Math	All Populations	School Based Supervisors	Administrative Team	Build Teacher Capacity Student Achievement	Provides a cohesive message that aligns to the districts vision and mission with supporting the goals outlined by the school (EWALK)
ELA & Math	All Populations	PD 360	Administrative Team	PDP Classroom Practice	Providing teachers with real time professional development that is tied to best practices and incorporating 21st century skills within their classroom and professional growth.
ELA & Math	All Populations	STAR Renaissance	Administrative Team	Progress Monitoring Increased Teacher Usage of Data to determine Intervention Groups and Targeted Skills for Identified Groups	Studies show that progress monitoring in reading increases teachers' awareness of students' current level of reading proficiency and has a positive effect on the instructional decisions teachers make (Fuchs, Deno and Mirkin (1984); (Fuchs, Fuchs, and Hamleltt (1989a).
ELA & Math	All Populations	Study Island	Administrative Team	Teacher and student usage; Progress monitoring; Increased teacher usage of data to determine intervention groups and	www.studyisland.com ; Reports that provide detailed diagnostic data summaries for teachers and administrators to track students' progress.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				targeted skills for identified groups	
Math	Grades 3-7	Tenmarks	Classroom teachers	Intervention & Progress Monitoring	Tenmarks differentiates instruction for every students leveled ability. Facilitates learning and success for all students.
ELA	K-2 At Risk Students	Reading Eggs	Administrative Team	Teacher and student usage; Progress monitoring; Increased teacher usage of data to determine intervention groups and targeted skills for identified groups.	www.readingeggs.com ; Reports that provide detailed diagnostic data summaries for teachers and administrators to track students' progress.
Science	K-5 Science Class	Science Foss Kits & Science Explorers	Administrative Team and Science Lab Teacher	Walkthroughs: Active Engagement Observations: Stand. 3 Student Achievement Lab Reports	<p>"The FOSS program is inquiry based, research driven, and is correlated to human cognitive development. Students learn science best from hands on manipulatives and direct experiences in which they describe and sort lab materials (Delta-Education)."</p> <p>Science Explorers students conduct hands on activities which include laboratory tours, experiments and discussions with scientists and other working at science related</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					companies.
ELA	Grades 4-7 ELA Classes	Build Vocabulary through "Wordly Wise 3000"	Administrative Team and Reading Specialist Teacher	Walkthroughs and Observations; Increased teacher usage of strategies	Vocabulary acquisition will enhance students' performance and understanding of multiple texts through various genres.
ELA	Grades K-5	Scholastic Leveled Book Room	Administrative Team & ELA Supervisor	New Teacher Evaluation Rubric Standard 2: Differentiation of Instruction Standard 4: Intervention to Meet Diverse Needs	Comprehension Clubs: "Because proficient reading is a complex process involving an intricate orchestration of multiple skills, strategies, and conceptual understandings also known as systems of strategic actions (Fountas & Pinnell, 2006)."

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The Administrative Team, School Based Supervisors, and SciP Committee will evaluate the school wide plan for the 2015-2016 school year.

2. What barriers or challenges does the school anticipate during the implementation process?

Budget cuts throughout the District resulted in excessive layoffs, due to Reduction in Force. This will cause major disruption with instructional practice in the classroom.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Faculty meetings, grade level meetings, Back to School Night, Professional Development and technology will aide in implementing programs.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Surveys

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys

6. How will the school structure interventions?

Daily 40 Minute Intervention Periods were built into schedule based on Intervention and Referral Process.

7. How frequently will students receive instructional interventions? Daily

8. What resources/technologies will the school use to support the school wide program?

IPADS, Laptops, Chrome books, web based intervention programs, and small group instruction.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

STAR Renaissance, Performance Matters, and Progress Monitoring Data will measure the effectiveness of each intervention period.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Faculty meetings, grade level meetings, Back to School Night, Professional Development, technology, and survey results.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All	Parents Community Members	Back to School Night	Mr. Puglise, Principal	Number of Parents Attending	Children whose parents are involved in their formal education have many advantages. They have better grades, test scores, long term academic achievement, attitudes, and behavior than those with disinterested mothers and fathers (Anne T. Henderson, 1998).
All	Parents Community Members	PTA Meetings	Mrs. Torres, President	Number of Parents who Attend and become Members	Children whose parents are involved in their formal education have many advantages. They have better grades, test scores, long term academic achievement, attitudes, and behavior than those with disinterested mothers and fathers (Anne T. Henderson, 1998).
All	At Risk Students SPED Population Parents CST	IRS/IEP Meetingss	Child Study Team	Students show academic growth	Children whose parents are involved in their formal education have many advantages. They have better grades, test scores, long term academic achievement, attitudes, and behavior than those with disinterested mothers and fathers (Anne T. Henderson, 1998).

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All	Parents and Students	Infinite Campus	School Staff	Increase parent and teacher communication and awareness of student's academic assignments and progress	Children whose parents are involved in their formal education have many advantages. They have better grades, test scores, long term academic achievement, attitudes, and behavior than those with disinterested mothers and fathers (Anne T. Henderson, 1998).
All	All	Parent/Student Handbook	School Administration	Parents and students adhere to the school policies	Decrease in Disciplinary Action
All	Parents and Students	Study Island	School Staff	Increase parent and teacher communication and awareness of student's academic assignments and progress	Homework Logs
Math	Parents and Students	Tenmarks	School Staff	Increase parent and teacher communication and awareness of student's academic assignments and progress	Progress monitoring

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolutions, and to coordinate the access of resources to parents to increase student achievement.

2. How will the school engage parents in the development of the written parent involvement policy?

Parents will be engaged in the development of their parent involvement policy via school based PTA, District-Wide Parent resource Center activities, and Action teams.

3. How will the school distribute its written parent involvement policy?

The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/or main office if needed.

4. How will the school engage parents in the development of the school-parent compact?

Parents will be engaged in the development of the school-parent compact through involvement in their school-based PTA and school-based Action Team.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

5. How will the school ensure that parents receive and review the school-parent compact?

Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school – compact will be available in the school’s parent center and/or main office. The Compact will also be accessible via the district and school Website.

6. How will the school report its student achievement data to families and the community?

Back to School Night

- Infinite Campus
- Report Card
- Progress Reports
- School Report Card
- Parent/Teacher Conference

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

(AMAO) for Title III?

District hosts community forums to inform parents

- Letters are also sent home to the parents.
- Back to School Night

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

- 8.** How will the school inform families and the community of the school's disaggregated assessment results?

School Report Card, Back to School Night, School Website, Parent Link, Monthly Calendar, and Infinite Campus

- 9.** How will the school involve families and the community in the development of the Title I School wide Plan?

The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of PTA leaders, district Staff members, and community stakeholders.

- 10.** How will the school inform families about the academic achievement of their child/children? Report Cards, Progress Reports, Infinite

Campus, Parent/Teacher Conferences, Possible Retention Letters, Teacher phone calls to parents

- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?

Access to parent education programs via the district's Paterson Parent University program which include but not limited to ESL for parents, GED for parents, fatherhood workshops, how to help your child with homework workshops. School-based Parent and Teacher organizations, district-wide parent recognition programs such as Parent of the year breakfasts. Strategies that will be driven by School-based action team activities that are developed in conjunction with parents, community stakeholder, and school-based staff. In addition, when possible, exposure activities for parent such as local Family College Tours. The school will continue to support access to parent education programs via the district's Paterson Parent University programs, School-based Parent and Teacher organization, and district-wide parent recognition programs.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	63	Create a culture and climate at the building level where professionals are treated with respect and teachers are able exert influence and have reasonable control over work events.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	8	Create a culture and climate at the building level where paraprofessionals are treated with respect and dignity.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Vacancies are posted and District conduct an annual job fair.	Principal and Director of Human Relations.